



Regional Occupational Program

Criminal Justice 2 A-G 2025-2026

COURSE DESCRIPTION

This course builds upon the *Criminal Justice I* course and is designed to provide continued in-depth instruction in advanced criminal justice processes and law enforcement techniques. Areas of study include basic functions of criminal justice operations and law enforcement procedures such as forensic and crime scene investigation, evidence collection, combatting cybercrime, investigating crimes against people and property, emergency response, and using law enforcement communications technology. The curriculum for this course includes very important 21st century job skills, such as effective communication, critical thinking, creativity, and collaboration that have been identified as foundational to success at school and at work.

Learn to earn an industry-recognized certification. The curriculum in this subsequent course provides you with foundational knowledge and skills as a precursor to post-secondary opportunities that prepares students for potential careers in criminal justice including non-sworn civilian operations and/or sworn peace officer status, or an Associate Degree in Criminal Justice at a community college, enrollment into a law enforcement academy, or a Bachelor of Arts Degree in Law Enforcement Administration or Criminal Justice from a four-year college or university.

Course Information:

Course Length: 1 Year
 Prerequisite: Criminal Justice 1
 Course Level: Capstone
 UC: Yes G - Elective
 Articulated: No
 Industry Cert.: No
 Industry Sector: Public Services
 Pathway: Public Safety
 CALPADS: 8412

O*Net SOC Codes:

33-3051 Police and Sheriff's Patrol Officers
 43-5031 Public Safety Telecommunications
 33-9021 Private Detectives and Investigators
 33-9032 Security Guards
 33-3051.04 Custom and Border Protection Officers

Legend:

CTE - PS CTE Pathway Standards
 CRP Career Ready Practices
 CTE - AS CTE Anchor Standards
 CCSS Common Core State Standards
 ISTE International Society for Technology in Education

*Includes updates from 24/25 Public Services Advisory
[Advisory Minutes](#)*

Criminal Justice 2

Course Orientation

- a. Discuss objectives for this course, including competencies, teacher expectations, classroom policies, and procedures.
- b. Identify and discuss the acquisition of transferable skills (communication, collaboration, creativity, and critical thinking) and their importance to being college and career ready and for future personal and professional success.
- c. Review objectives, competencies, and course syllabus.
- d. Discuss student and teacher expectations, including behavior, class rules, appropriate dress, pre-course knowledge, and grading policies, including enrollment and attendance requirements and procedures, and classroom/school safety and disaster procedures.
- e. Discuss next steps in course sequence related to the career pathway, the need for reinforcement of basic skills, transferrable skills, and postsecondary and career options.
- f. Discuss the Big Six: Career Ready Essentials and the Standards for Career Ready Practice as they relate to this course, all aspects of the industry sector, and being college and career ready.

Big Six: Career Ready Essentials

1. Effective Communication	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ol style="list-style-type: none"> a. Demonstrate effective verbal communication and conflict resolution skills. b. Use the writing process to develop written communication with the appropriate tone, organization, and format for the identified audience. c. Explain the effect of interpersonal skills on one's ability to communicate effectively and develop relationships. d. Describe the impact of ineffective communication on business relationships. e. Analyze the impact of vocabulary, body language, and tone on verbal communication. f. Demonstrate active listening skills. g. Accurately interpret industry-specific written communication. h. Model responsible and effective use of various communication technologies. i. Identify valid and reliable digital reference and resource materials. j. Gather information from multiple digital sources to compare and contrast, synthesize, and summarize. k. Identify and use appropriate communication and collaboration technologies. l. Utilize technology to problem solve, accomplish tasks, and to produce or publish products. 		<u>1</u> <u>2</u> <u>11</u>	<u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> <u>11</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u> <u>SLS</u> <u>11-12.2</u> <u>9-10</u> <u>11-12.1</u> <u>11-12.1d</u> <u>WS</u> <u>11-12.7</u> <u>11-12.6</u>	<u>1b,c</u> <u>2c</u> <u>3b,c</u> <u>5c</u> <u>6b,c,d</u>
2. Collaboration, Creativity, and Critical Thinking	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ol style="list-style-type: none"> a. Demonstrate critical thinking skills for a variety of purposes and in different settings. b. Collaborate to reach consensus on an identical objective through the sharing of knowledge, tasks, and learning. c. Discuss the importance of the critical thinking process to real-world applications. 		<u>2</u> <u>4</u> <u>5</u> <u>7</u>	<u>2</u> <u>3</u> <u>4</u> <u>5</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u>	<u>1c</u> <u>3c,d</u> <u>4a-d</u> <u>5c,d</u>

<ul style="list-style-type: none"> d. Evaluate the impact of creative thinking on problem solving and innovation in real-world applications. e. Compile work that demonstrates the process used to (elaborate, refine, analyze) evaluate original ideas and maximize creative efforts. f. Apply divergent and convergent thinking to the development of an original idea or solution. g. Examine real-world limits to adopting ideas. h. Demonstrate creative thinking (preparation, insight, evaluation, elaboration, and communication) to create a new idea or concept. i. Assume shared responsibility for collaborative work, and value the individual contributions made by each team member. j. Evaluate evidence, arguments, claims, and beliefs to identify connections. k. Identify bias, prejudice, propaganda, self-deception, distortion, and misinformation. l. Produce intellectual, informational, or material products that serve an authentic purpose. m. Work effectively and respectfully with those from diverse backgrounds or cultures. n. Demonstrate respect, trust, commitment, and the ability to compromise in collaborative projects. 		<u>9</u> <u>10</u> <u>11</u>	<u>7</u> <u>8</u> <u>9</u> <u>11</u>	<u>SLS</u> <u>9-10</u> <u>11-12.1</u> <u>11-12.1d</u> <u>11-12.2</u> <u>WS</u> <u>11-12.7</u> <u>11-12.6</u>	<u>6c</u> <u>7b,c,d</u>
3. Leaders and Teams: Roles and Responsibilities	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Determine the individual and team members' roles and responsibilities. b. Demonstrate leadership skills and qualities (i.e., reliability, negotiation skills, initiative, positive reinforcement, recognition of others' efforts, problem-solving skills, conflict resolution, and delegation). c. Explain the importance of technical, social, and communication skills to team success. d. Compare and contrast leadership styles and their effectiveness in various situations. e. Organize and delegate responsibilities in a team setting to encourage ideas, perspectives, and contributions from all team members. f. Develop a strong sense of team identity by brainstorming solutions, volunteering, assisting others, practicing respect and courtesy, and taking initiative. g. Examine situations in which a follower becomes the leader. h. Describe twenty-first-century skills required across all occupations. i. Identify and discuss the characteristics of a successful team (i.e., leadership, cooperation, and effective decision-making). j. Leverage social and cultural differences to increase innovation and quality of work. 		<u>7</u> <u>8</u> <u>9</u>	<u>3</u> <u>7</u> <u>8</u> <u>9</u> <u>11</u>	<u>SLS</u> <u>11-12.2</u> <u>9-10</u> <u>11-12.1</u> <u>11-12.1d</u> <u>WS</u> <u>11-12.6</u>	<u>7a,c</u>
4. Legal, Ethical, and Environmental Considerations	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Demonstrate industry specific ethical and legal practices. b. Identify eco-friendly industry specific practices and resources. c. Identify local, state, and federal regulatory agencies, entities, laws, and regulations. 		<u>5</u> <u>7</u> <u>8</u>	<u>3</u> <u>5</u> <u>7</u>	<u>WS</u> <u>11-12.6</u> <u>11-12.7</u>	<u>2a,b</u> <u>3a,b</u> <u>5c</u>

<ul style="list-style-type: none"> d. Identify discrimination based on race, nationality, religion, gender, age, disability, or sexual orientation. e. Summarize the ethical and legal implications of workplace discrimination and harassment. f. Explain the concept of corporate citizenship. g. Examine an employer's role in protecting the health and welfare of employees, the community, and the environment. h. Analyze current environmental laws and regulations and their impact on industry. i. Compare and contrast both society's and industry's impact on the environment. 		<u>12</u>	<u>8</u> <u>9</u> <u>11</u>	<u>SLS</u> <u>9-10</u> <u>11-12.1</u> <u>11-12.1d</u> <u>11-12.2</u>	<u>6c</u>
5. Personal Growth and Career Planning	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Demonstrate continued personal development and growth. b. Develop and manage a personal growth and career plan. c. Explain the relationship between sound financial habits and financial security. d. Create and manage a personal financial plan. e. Demonstrate initiative in achieving personal and professional goals. f. Apply time management strategies to meet deadlines. g. Demonstrate a growth mindset through flexibility and a positive attitude. h. Select and demonstrate appropriate job-search and retention techniques. i. Demonstrate strategies to prepare for employment. j. Demonstrate interpersonal skills appropriate for the workplace. k. Elaborate on the importance of perseverance to personal and professional success. l. Discover personal career interests, aptitudes, and skills. 		<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>6</u>	<u>2</u> <u>3</u> <u>4</u> <u>7</u> <u>8</u> <u>11</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u> <u>SLS</u> <u>9-10</u> <u>11-12.1</u> <u>11-12.1d</u> <u>11-12.2</u> <u>WS</u> <u>11-12.6</u>	<u>1a</u> <u>3a,c</u> <u>4d</u> <u>6a,d</u> <u>7b</u>
6. Workplace Safety and Personal Wellness	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Demonstrate proper industry specific safe work practices to prevent injury or illness. b. Assess the potential impact of goal setting on personal and professional success. c. Describe the role of security and emergency procedures in workplace safety. d. Describe the effect of preventative measures on emergencies in the workplace. e. Identify and describe the causes, prevention, and treatment of common accidents. f. Identify local, state, and federal agencies that regulate workplace safety. g. Explain the role of the California Occupational Safety and Health Administration (Cal-OSHA) and the Environmental Protection Agency (EPA). h. Discuss the basics of system operations. i. Demonstrate the proper use of personal protective equipment (PPE). j. Explain the purpose of and accurately interpret a Safety Data Sheet (SDS). k. Identify hazardous materials and chemicals. l. Demonstrate proper procedures to respond to work-related accidents and injuries. m. Describe how ergonomics, housekeeping, and maintenance are related to accidents and injuries. 		<u>2</u> <u>5</u> <u>6</u> <u>8</u> <u>12</u>	<u>2</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>10</u> <u>11</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u> <u>WS</u> <u>11-12.7</u> <u>11-12.6</u> <u>SLS</u> <u>9-10</u> <u>11-12.1</u> <u>11-12.1d</u>	<u>1a,d</u> <u>2a,d</u> <u>5b</u>

n. Demonstrate cyber ethics, cyber safety, and cybersecurity.					
o. Assess the potential impact of preventative physical and mental health measures on workplace safety.					

Criminal Justice 2 Units of Instruction

7. History of Law Enforcement	CTE - PS	CRP	CTE - AS	CCSS	ISTE
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a. Demonstrate understanding of the history, structure, and function of the American legal system.	A2.0	1	1	LS	
	A2.1	2	2	9-10	
b. Describe how past and present legislation has positively and negatively impacted law enforcement agencies.	A5.0	5	5	11-12.6	
	A5.1	11	11		
c. Explain the historical development of local, state, and national law enforcement agencies and the inter-agency relationships.	A5.2			WS	
	A5.3			11-12.7	
d. Understand the major constitutional right afforded under the First, Fourth, Fifth, Sixth, Eighth, and Fourteenth Amendments as they relate to law enforcement.					
e. Identify the current culture of law enforcement and its relationship with its community.					
f. Identify and discuss common community misconceptions of law enforcement.					
g. Diagram the 'chain of command' in law enforcement.					
h. Describe the state and federal judicial and court systems, and analyze the similarities, differences, and interactions between state and federal court systems.					
i. Clearly identify the progression of a case as it moves through local, state, and federal jurisdiction.					
j. Compare and contrast the current legal system for adults and juveniles.					
k. Compare and contrast felonies, misdemeanors, and infractions.					
l. Differentiate between the 'spirit of the law' and the 'letter of the law.'					
m. Explain the importance of individual liberties and civil rights provided in the Constitution and how public safety workers should safeguard these rights when interacting with the public.					

8. Law Enforcement Agencies and Units	CTE - PS	CRP	CTE - AS	CCSS	ISTE
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a. Demonstrate understanding of the responsibilities and duties of the different agencies within the law enforcement component of the criminal justice system.	A2.0	1	1	LS	
	A5.0	2	2	9-10	
b. Identify the primary and secondary purpose and functions of state agencies within the law enforcement system.	A7.0	5	5	11-12.6	
	A7.7	11	11		
c. Describe the function of the Department of Justice.	A8.0			WS	
d. Describe the function of the California Highway Patrol.	A9.0			11-12.7	
e. Identify and explain the function of the following law enforcement support units (e.g., SWAT, K9 Unit, Aviation, Bomb Squad, School Resource Officer, and Vice Enforcement Officer).					
f. Compare and contrast the relationship between criminal justice and other social agencies.					

g. Identify the major organizations that compose law enforcement agencies in the local, state, and federal government.					
9. Crimes Against People	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<p>a. Demonstrate understanding of the different classification of crimes against a person.</p> <p>b. Discuss the elements of assault and other crimes against a person.</p> <p>c. Properly distinguish between the different crimes against a person and classify them under the proper penal code.</p> <p>d. Explain what constitutes murder and how the various homicide charges are determined.</p> <p>e. Define and classify homicide classification, e.g., justifiable, excusable, and ‘malice aforethought’ homicides.</p> <p>f. Describe elements of manslaughter, including vehicular, voluntary, involuntary, and gross vehicular.</p> <p>g. Describe and classify crimes against a person, including robbery, extortion, assault, battery, sex offences, and domestic violence.</p> <p>h. Describe and classify crimes against public justice, health, welfare, and morals, such as those contributing to the delinquency of minors, child abuse, gaming, obscene and harmful manner, riots, and unlawful assembly.</p> <p>i. Describe crimes relating to trespassing and disorderly conduct.</p> <p>j. Discuss prostitution and prowling.</p> <p>k. Discuss other miscellaneous offenses.</p> <p>l. Distinguish between a misdemeanor and a felonious offense.</p>	<p>A2.5</p> <p>A2.9</p>	<p>1</p> <p>2</p> <p>5</p> <p>11</p>	<p>1</p> <p>2</p> <p>5</p> <p>11</p>	<p>LS</p> <p>9-10</p> <p>11-12.6</p> <p>WS</p> <p>11-12.7</p>	
10. Crimes Against Property	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<p>a. Demonstrate understanding of the different types of crimes against property and their punishments.</p> <p>b. Describe burglary, arson, and theft and the punishments typically associated with each.</p> <p>c. Explain shoplifting and receiving stolen property and the punishments typically associated with each.</p> <p>d. Identify crimes relating to forgery, false identification, and identity theft and the punishments typically associated with each.</p> <p>e. Define vandalism and destruction of property and the punishments typically associated with each.</p>	<p>A2.5</p> <p>A2.9</p>	<p>1</p> <p>2</p> <p>5</p> <p>11</p>	<p>1</p> <p>2</p> <p>5</p> <p>11</p>	<p>LS</p> <p>9-10</p> <p>11-12.6</p> <p>WS</p> <p>11-12.7</p>	
11. Cybercrimes	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<p>a. Demonstrate understanding of Internet and Cybercrimes, how these crimes are investigated, and how they are handled in the court system.</p> <p>b. Describe and identify Internet crimes and the relation to terrorist threats and/or hate crimes, fraud, theft, and/or hate crimes.</p>	<p>A2.5</p> <p>A2.9</p> <p>A7.0</p> <p>A7.6</p>	<p>1</p> <p>2</p> <p>4</p> <p>5</p>	<p>1</p> <p>2</p> <p>4</p> <p>5</p>	<p>LS</p> <p>9-10</p> <p>11-12.6</p>	

<ul style="list-style-type: none"> c. Explain cyber-stalking and cyber-bullying as it relates to existing penal codes and the position of the Court as it relates to these crimes. d. Identify and describe Internet crimes, including crimes involving child exploitation, sexting, and juvenile predators. e. Understand the role of cyber-security professionals within the homeland defense community and the methods and techniques used to combat public and private cyber-attacks. 		<u>11</u>	<u>11</u>	WS 11-12.6 11-12.7	
12. Substance Abuse	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Demonstrate understanding of the physiological, psychological, and social effects of substance abuse. b. Define substance abuse; distinguish between physical and psychological addiction. c. Identify the characteristics of an addictive personality. d. Define drug addiction and identify the characteristics of a drug user. e. Define alcoholism and identify the characteristic behavior and signs of an alcohol-dependent person. f. Describe the current laws dealing with alcohol, including driving under the influence, and having alcoholic beverages in a car. g. Discuss laws dealing with alcohol and underage minors. h. Identify the types of illegal drugs and explain the psychological and physiological effects on an individual. i. Discuss the physiological and psychological effects of substance abuse on the family and the workplace. j. Discuss alternative sentencing and treatment options for drug offenders (Prop 36). 	A2.9	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	LS 9-10 11-12.6 WS 11-12.7	
13. Gangs	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Demonstrate understanding about gangs in society, their rituals, practices, and current law enforcement intervention strategies for curtailing illegal behavior. b. Identify gang tattoos, dress, hand signals, and graffiti of different gangs. c. Identify various types of gangs, e.g., street, prison, ethnic, and political. d. Understand the motivation for gang membership. e. Describe the initiation and consequences of gang membership. 	A2.5 A2.9 A6.10	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	LS 9-10 11-12.6 WS 11-12.7	
14. Crime Prevention	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Demonstrate understanding of the historical, philosophical, and practical dimensions of community policing and the importance of creating a partnership between the community and law enforcement. b. Discuss the history of community policing and explain the key components of community policing, including input from the community and joint problem solving. 	A2.2 A2.5 A2.6 A2.7 A2.9	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	LS 9-10 11-12.6 WS	

<ul style="list-style-type: none"> c. Explain effective strategies in place for crime prevention, such as Neighborhood Watch programs. d. Discuss California law in regard to domestic violence, the persons and relationships that apply, and what actions constitute violence vs. a dispute. e. Describe the role of civilian security services within the law enforcement community. 				11-12.7	
15. Evidence	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Demonstrate knowledge of evidence collection and preservation, crime scene processing and investigation, and exclusions. b. Explain how the first responder to a crime scene can impact the evidence gathering process. c. Explain the process for collecting DNA evidence and submission of evidence to the crime laboratory. d. Differentiate between the different types of bodily fluids in criminal cases and the significance of each as evidence. e. Explain the system used by law enforcement entities for storage and retrieval of evidence and property. f. Discuss the processes used to categorize, log, and dispose of evidence pertaining to criminal and non-criminal cases. g. Accurately distinguish between direct and circumstantial evidence. h. Describe Chain of Custody. 	A6.8 A6.10	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	LS 9-10 11-12.6 WS 11-12.7	
16. Map Reading	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Using a variety of sources, including electronic devices, demonstrate the ability to locate a specific address or location. b. Explain how to find addresses using street sign and '100 block' notations. c. Accurately describe written directions to various locations using a map. d. Demonstrate computer-generated map reading programs, apps, and GPS devices. 	A2.5 A4.0 A6.10	<u>1</u> <u>2</u> <u>4</u> <u>5</u> <u>11</u>	<u>1</u> <u>2</u> <u>4</u> <u>5</u> <u>11</u>	LS 9-10 11-12.6 WS 11-12.6 11-12.7	
17. Crimes in Progress	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Demonstrate knowledge of officer survival techniques when responding to calls where crimes are in progress. b. Discuss statistics related to the high cost of crime and explain the data sets. c. Discuss the importance of being aware of your surroundings when entering an area where a crime may be occurring. d. Discuss 'blue canaries' and other dangers. 	A6.3	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	LS 9-10 11-12.6 WS 11-12.7	
18. Weaponless Defense	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Demonstrate knowledge of defense tactics and the use of chemical agents. 	A3.0	<u>1</u>	<u>1</u>	LS	

<ul style="list-style-type: none"> b. Explain the importance of using common sense and approved negotiation techniques. c. Discuss and demonstrate recommended self-defense techniques. d. Demonstrate basic disarming techniques and the use of impact weapons. e. Demonstrate basic control holds. f. Discuss the use of deadly force, and its implications. g. Describe the anatomy of the wrist. 	A4.5 A6.3 A6.6	<u>2</u> <u>5</u> <u>11</u>	<u>2</u> <u>5</u> <u>11</u>	9-10 11-12.6 WS 11-12.7	
19. Use of Force	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Demonstrate understanding of the Fourth Amendment for determining reasonable cause and describe the circumstances that allow a peace officer the authority to resort to a use of force. b. Examine the emotional factors that can affect an officer’s response to a threat of danger. c. Correctly explain ‘reasonable force’ as stated in the California Penal Code and define the ‘force option’ code. d. Describe and properly demonstrate the different levels of ‘force’ and identify the legal standard for the use of lethal force. e. Demonstrate the techniques for proper restraint without violating their individual rights or jeopardizing safety. f. Discuss the reasons why thorough documentation of the use of force is critical to the officer and the officer’s agency. g. Identify the potential criminal and civil liabilities an officer may face resulting from the use of excessive force. h. Examine possible inhibitions an officer may face about intervening in a situation where a fellow officer may be applying excessive force. 	A4.4 A5.0 A5.1 A6.6	<u>1</u> <u>2</u> <u>5</u> <u>8</u> <u>11</u> <u>12</u>	<u>1</u> <u>2</u> <u>5</u> <u>8</u> <u>11</u>	LS 9-10 11-12.6 SLS 11-12.1d WS 11-12.7	
20. Emergency Response	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Demonstrate knowledge of the importance of contingency plans for an emergency or an event requiring extensive and/or rapid deployment of agency/departmental resources. b. Describe emergency practices used for acts of terrorism, active shooter, and hostage situations, and natural disasters, e.g., fires, earthquakes, and floods. c. Describe procedures and protocols when encountering hazardous materials. 	A2.3 A2.7 A6.4 A6.8	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	LS 9-10 11-12.6 WS 11-12.7	
21. Specialized Communication Skills	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Demonstrate knowledge of proper communication skills when dealing with the public. b. Demonstrate how computers and other technologies are utilized by criminal justice agencies. c. Discuss how cultural awareness influences communication effectiveness. d. Practice conflict resolution skills to deescalate hostile or volatile situations and environments. 	A4.2 A4.4 A6.0 A6.1 A6.10	<u>1</u> <u>2</u> <u>4</u> <u>5</u> <u>11</u>	<u>1</u> <u>2</u> <u>4</u> <u>5</u> <u>11</u>	LS 9-10 11-12.6 WS 11-12.6	

<ul style="list-style-type: none"> e. Interpret non-verbal expression and practice proper response techniques to ensure safe and effective communication. f. Discuss the use of current and emerging technologies used within criminal justice agencies. g. Explain computer use in patrol units. h. Discuss the way high-risk calls are handled. i. Address the ‘five percent mind set’ when receiving emergency calls. j. Demonstrate the proper use and codes for radio transmissions. k. Identify and discuss proper procedures and protocols when dispatching an emergency call. 				11-12.7	
22. Crime Scene Investigation	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Define the role of a Crime Scene Investigator (CSI). b. Define the roll of the first responder. c. Identify and establish elements of a crime scene and discuss the importance of processing the crime scene. d. Describe the use of photography and video as related to specific types of crime scenes: homicide/death investigations, traffic accident investigations, and injury/liability situations. e. Identify and evaluate the different types of evidence. f. Explain the role forensics plays in law enforcement investigations. g. Explain the history of forensic science. h. Describe the role of the crime laboratory. i. Explain the correct procedure for securing and examining a crime scene. j. Demonstrate the correct technique for collecting and handling evidence. k. Identify the methods by which a crime scene is documented. l. Explain the process of making a casting. m. Identify and evaluate trace evidence. n. Identify firearm evidence: casings/bullets, gunshot residue (GSR), and trajectory. o. Explain the process of collecting physical evidence. 	A2.5 A4.4 A6.0	1 2 5 11	1 2 5 11	LS 9-10 11-12.6 WS 11-12.7	
23. Forensic Investigation and Physical Evidence	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Recognize information contained in an autopsy report related to causes of death (e.g., natural causes, accidental death, suicide, and homicide). b. Distinguish the difference and importance between cause, manner, and mechanisms of death. c. Identify the three types of fingerprints found at crime scenes: latent, visible, and molded impressions. d. Describe how and when to process latent fingerprints from the crime scene. e. Describe procedures for discovery, recognition, and examination of evidence. f. Demonstrate proper procedures for collecting, marking, preserving, and identifying 	A2.5 A2.9 A6.0	1 2 5 11	1 2 5 11	LS 9-10 11-12.6 WS 11-12.7	

<p>evidence.</p> <ul style="list-style-type: none"> g. Describe the stages of decomposition of a corpse. h. Describe how various environmental factors may influence the estimated time of death. i. Discuss the automated fingerprint identification system (Cal-ID). j. Demonstrate methods of obtaining fingerprints: fingerprint powder, ninhydrin, cyanoacrylate ester (superglue), and forensic light source examination. k. Use measurement, geometry, algebra, and/or trigonometry where appropriate in investigations of physical evidence. 					
<p>24. Criminal Justice Employment Opportunities</p>	<p>CTE - PS</p>	<p>CRP</p>	<p>CTE - AS</p>	<p>CCSS</p>	<p>ISTE</p>
<ul style="list-style-type: none"> a. Research and evaluate a federal, state, or municipal criminal justice occupations. b. Develop a professional portfolio. c. Select a criminal justice profession using job search engines (e.g., Indeed, Monster, LinkedIn). d. Describe the agency/department mission statement. e. Discuss job description. f. List job qualifications. g. Outline minimum and maximum hiring standards. h. Explain how personal goals and values align with the organizational culture. i. Write a résumé. j. Prepare a cover letter. k. Collect letters of recommendation. l. Attach personal and professional references. m. Locate accolades and transcripts. 	<p>A1.12 A2.2</p>	<p><u>1</u> <u>2</u> <u>3</u> <u>5</u> <u>11</u></p>	<p><u>1</u> <u>2</u> <u>3</u> <u>5</u> <u>11</u></p>	<p>LS 9-10 11-12.6 SLS 11-12.2 WS 11-12.7</p>	

A-G Approved Key Assignments

1.	Letter vs. Spirit of the Law: Students will explore and use the California Penal Code to demonstrate a working knowledge of the "letter of the law" and the "spirit of the law". Students will prepare a 5-10-minute media presentation for the class, referencing both historical and current examples, students will develop handouts for the presentation, as well as visual aids and other materials. This presentation will assist in developing public speaking skills as well as deepen the understanding of content for both the presenter and other students. In assessing the presentation, the length of presentation, knowledge of material, public speaking skills, and problem-solving skills, use of scholarly resources should be considered. <i>Unit(s) 7</i>
2.	Law Enforcement Agencies: Through individual and group research, students will discover how each agency has its own specialty and how the agencies work together. Students will develop a graphic organizer illustrating the chain of command and function for a specific law enforcement agency. Students will present a 5 -10 minute presentation on their assigned agency and answer questions from the student audience. The presentation should be assessed on depth of content, inclusion of 3 reliable resources, the detail and accuracy of the graphic organizer, and the presenter's ability to answers to audience questions accurately. <i>Unit(s) 8</i>
3.	Consequences of Crime: Each student will be assigned an act to determine if it is or is not a crime. Students will research their assigned act in news articles and penal codes to make a decision about the criminality of the assigned act. Each student will present a detailed description of their assigned act, their determination of criminality, and evidence supporting their decision. Students will use this information to debate the decision, the prescribed punishment, and the evidence. Students will be given a rubric to understand expectations on presentations and debate. <i>Unit(s) 9, 10</i>
4.	Cybercrime: In groups students will develop a 3-5-page script based on cyber-bullying / sexting and will include a minimum of three characters: victim, suspect, and witness(es). Groups will role play the script to the class so that students will be able to see firsthand the possible consequences for all parties involved in a cyber-bullying type of situation. This will teach students the importance of empathy and kindness as well as the extent of the law as it pertains to "sexting". <i>Unit(s) 11</i>
5.	Effects of Drug Abuse: Students will learn seven categories of drugs (The Drug Bible) and their effects on vitals and overall health. Students will take each other's vital signs, using a stethoscope, blood pressure cuff, stopwatch, and a thermometer. Vital signs will be recorded and compared to normal baselines established by the medical community. Students will research how each of the seven categories of drugs affect vital signs and health in the short term and long term. Students will research and evaluate the effectiveness of one treatment program for one of the seven categories of drugs and compare it to the effectiveness of incarceration as a treatment for drug addiction. <i>Unit(s) 12</i>
6.	Fingerprints: Each student will create a quality 10 print patent ink card. Students will identify and label each fingerprint on the card and locate latent fingerprints and use fingerprint powder to enhance the print for collection. Latent prints will be lifted using lifting tape and an evidence card will be produced and photographed. "Suspect" fingerprint cards will be used to complete the collection of evidence and for the chain of custody and preservation of evidence. Students will use an unknown suspect print card and attempt to match it with a known 10 print card using the knowledge they have learned to categorize fingerprints. <i>Unit(s) 15</i>
7.	Crime Scene Investigation: Assigned leader will organize their team with specific duties to process the scene and collect and photograph evidence. A crime report will be produced and the chain of evidence for court will be generated. The proper Penal Code will be selected to support the discovered crime. <i>Unit(s) 1-24</i>
8.	If applicable: Students will be expected to complete a final exam based on articulation with the Community College. <i>Unit(s) 1-24</i>

Standards Alignment

The curricula have been aligned with the CTE Model Curriculum Standards released in 2013. Each industry sector was updated to meet the increased rigor and relevancy requirements of the Common Core State Standards. The curriculum also includes the new Standards for Career Ready Practices.

Standards for Career Ready Practice

1. *Apply appropriate technical skills and academic knowledge.*
2. *Communicate clearly, effectively, and with reason.*
3. *Develop an education and career plan aligned with personal goals.*
4. *Apply technology to enhance productivity.*
5. *Utilize critical thinking to make sense of problems and persevere in solving them.*
6. *Practice personal health and understand financial literacy.*
7. *Act as a responsible citizen in the workplace and the community.*
8. *Model integrity, ethical leadership, and effective management.*
9. *Work productively in teams while integrating cultural and global competence.*
10. *Demonstrate creativity and innovation.*
11. *Employ valid and reliable research strategies.*
12. *Understand the environmental, social, and economic impacts of decisions.*

CTE Anchor Standards—Common Core English Language Arts Alignment

Anchor Standard 1: Academics

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the industry sector alignment matrix for identification of standards. Note: alignment listed within each sector.

Anchor Standard 2: Communications

Language Standard: Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the (career and college) readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. LS 9-10, 11-12.6

Anchor Standard 3: Career Planning and Management

Speaking and Listening Standard: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. SLS 11-12.2

Anchor Standard 4: Technology

Writing Standard: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.

Anchor Standard 5: Problem Solving and Critical Thinking

Writing Standard: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem, narrow, or broaden the inquiry when appropriate, and synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. WS 11-12.7

Anchor Standard 6: Health and Safety

Reading Standards for Science and Technical Subjects: Determine the meaning of symbols, keywords, and other domain-specific words and phrases as they are used in a specific scientific or technical context. RSTS 9-10, 11-12.4

Anchor Standard 7: Responsibility and Flexibility

Speaking and Listening Standard: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly and persuasively. SLS 9-10, 11-12.1

Anchor Standard 8: Ethics and Legal Responsibilities

Speaking and Listening Standard: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the work. SLS 11-12.1d

Anchor Standard 9: Leadership and Teamwork

Speaking and Listening Standard: Work with peers to promote civil, democratic discussions and decision making; set clear goals and deadlines; and establish individual roles as needed. SLS 11-12.1b

Anchor Standard 10: Technical Knowledge and Skills

Writing Standard: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. WS 11-12.6

Anchor Standard 11: Demonstration and Application

Demonstrate and apply the knowledge and skills contained in the industry-sector anchor standards, pathway standards, and performance indicators in the classroom, laboratory, and workplace settings, and the career technical student organization. Note: no alignment evident for this standard. WS 11-12.6

CTE Model Curriculum Standards—Industry Sectors and Pathways

Public Services

A. Public Safety Pathway

- A1.12 *Compile a personal portfolio specific to the expectations for employment in a public safety career.*
- A2.0 *Describe the history, shared mission, and roles of public safety agencies and professionals at the national, state, and local government levels.*
- A2.1 *Recognize issues particular to policing and other public safety occupations, including accountability, codes of ethical conduct, jurisdiction, and civil rights of individuals.*
- A2.2 *Describe the public safety agency role in saving lives, protecting lives and property, reducing the vulnerability of critical infrastructure, identifying key resources, and maintaining order.*
- A2.3 *Describe public safety agency roles in preventing terrorism, enhancing security, managing border security, securing cyberspace, and preparing for and responding to emergencies and disasters.*
- A2.5 *Analyze information to make prompt, effective, and appropriate decisions.*
- A2.7 *Apply critical-thinking skills to manage emergency response situations.*
- A2.9 *Analyze and evaluate ideas, proposals, and solutions to problems.*
- A3.0 *Demonstrate an understanding of the appropriate level of nutrition, fitness, and agility required by the public safety career fields.*
- A4.0 *Employ active listening, concise reporting, and familiarity with professional equipment to communicate effectively.*
- A4.2 *Demonstrate effective methods of communicating with the public with a variety of techniques, such as command presence, active listening, and empathy. projecting a professional tone of voice; paraphrasing; and the proper use of nonverbal body language.*
- A4.4 *Understand the professional use of a variety of communication methods and equipment.*
- A4.5 *Practice public safety verbal communication techniques that can be used when interacting with difficult individuals.*
- A5.0 *Understand the laws, ordinances, regulations, and organizational policies that guide public safety career fields.*
- A5.1 *Describe how federal, state, and local laws and regulations affect public safety operations.*
- A5.2 *Explain the importance of individual liberties and civil rights provided in the Constitution and how public safety workers should safeguard these rights when interacting with the public.*
- A5.3 *Prepare a chart showing the organizational chain of command and other administrative systems to assign tasks and responsibilities for maximum effectiveness.*
- A6.0 *Know the skills and equipment needed to deal with various types of situations found in public safety occupations (e.g., working with special populations, responding to emergencies, and assisting with incidents).*
- A6.1 *Know the principles of emergency communications management and the importance of technological interoperability for information sharing among public safety agencies and for effective public address/warning systems.*
- A6.3 *Become familiar with personal safety procedures to meet prescribed regulations and situations.*
- A6.4 *List the key elements of an action plan.*
- A6.6 *Demonstrate the techniques for restraining individuals without violating their individual rights or jeopardizing safety.*
- A6.8 *Implement procedures for emergency response and know the requirements for handling hazardous materials—in normal and emergency situations—to avoid health and environmental risks (e.g., airborne, and blood-borne pathogens, contamination).*
- A6.10 *Apply appropriate problem-solving strategies and critical-thinking skills to work-related issues and tasks.*

- A7.0 *Demonstrate an understanding of the major elements and career opportunities within the United States Department of Defense (DOD), including the Army, Navy, Marine Corps, Air Force, and Coast Guard.*
- A7.6 *Describe the need for, and the responsibilities of, the following functions within the DOD: armored security, maritime security and welfare, air superiority, space operations, and cyber security.*
- A7.7 *Understand the role and structure of federal agencies and national organizations.*
- A8.0 *Demonstrate an understanding of the functions and career opportunities within the U.S. Department of Homeland Security (DHS).*
- A9.0 *Demonstrate an understanding of the functions of the U.S. Foreign Service.*

ISTE Standards for Students

1. Empowered Learner- *Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.*

- a) Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.*
- b) Students build networks and customize their learning environments in ways that support the learning process.*
- c) Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways*
- d) Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.*

2. Digital Citizen- *Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.*

- a) Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.*
- b) Students engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.*
- c) Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.*
- d) Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.*

3. Knowledge Constructor- *Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.*

- a) Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.*
- b) Students evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.*
- c) Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.*
- d) Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.*

4. Innovative Designer- *Students use a variety of technologies within a design process to identify and solve problems creating new, useful, or imaginative solutions.*

- a) Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts, or solving authentic problems.*
- b) Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.*
- c) Students develop, test, and refine prototypes as part of a cyclical design process.*
- d) Students exhibit a tolerance for ambiguity, perseverance, and the capacity to work with open-ended problems.*

5. Computational Thinker- *Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.*

- a) Students formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models, and algorithmic thinking in exploring and finding solutions.*
- b) Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.*
- c) Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.*
- d) Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.*

6. Creative Communicator- *Students communicate clearly and express themselves creatively for a variety of purposes using platforms, tools, styles, formats, and digital media appropriate for their goals.*

a) Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

b) Students create original works or responsibly repurpose or remix digital resources into new creations.

c) Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.

d) Students publish or present content that customizes the message and medium for their intended audiences.

7. Global Collaborator- *Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.*

a) Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.

b) Students use collaborative technologies to work with others, including peers, experts, or community members, to examine issues and problems from multiple viewpoints.

c) Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

d) Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.